

Inspection of Kibworth Methodist Pre-School

School Road, Kibworth Beauchamp, Leicester LE8 0JE

Inspection date: 11 October 2019

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children have good opportunities to explore the activities set out. Staff support children's emerging interests and imaginations well. For example, children enjoy dressing up and pretend to get 'married'. Staff introduce traditional aspects of a wedding ceremony while also helping children to develop their speech and physical skills. Children pretend to say their vows, and they enjoy dancing to music with their friends at the 'wedding reception'. However, staff sometimes do not provide children with different experiences to improve their knowledge of other customs and traditions.

Children are happy and confident. They have good friendships and are affectionate to each other. They socialise and smile at each other. Staff make sure children are kept safe at the pre-school and are not exposed to unnecessary risks. For example, staff make sure that parents cut grapes in half for their children and do not provide nuts in packed lunches. This promotes children's safety and well-being.

Staff have high expectations for children's behaviour. They use 'wow' cards to congratulate children for their positive attitudes and achievements. These are used between home and pre-school to support a consistent approach to promoting children's self-esteem.

The provider keeps some confidential documentation about staff off site. While this does not have an impact on children's welfare specifically, this is a breach of the requirements of the early years foundation stage. The provider does not monitor staff's practice effectively, to improve the quality of teaching.

What does the early years setting do well and what does it need to do better?

- Staff organise the environment so that children can independently select resources for themselves. For example, children select books to read by themselves while waiting for lunch. They say 'splishy sploshy' out loud as they link together the words and the pictures when reading 'We're Going on a Bear Hunt'. Children are absorbed in their learning and are gaining a good understanding of language. They are developing the knowledge and skills ready for the next stage in their learning.
- The managers and staff understand how children learn. They have a good view of how children are progressing in their development. Staff identify which areas of learning children need more support with and make these a focus. As a result, staff provide opportunities for children to practise their early writing skills. For example, children roll and squeeze play dough through their fingers. They carefully rotate a small knife between their thumb and finger to make holes in the dough. All of this supports children to strengthen their hands.

- Staff provide children with opportunities to take controlled risks and be physically active in their play. Children use the area outside to run safely at speed from one side of the play area to the other and jump in puddles together. They take turns to ride on the mini roller coaster and squeal with delight as they come down the slide.
- The staff are knowledgeable about their local community. They take children to a local café run by a charity to allow the children to socialise outside of the setting. However, staff do not develop children's knowledge and understanding of diversity further so that they can learn to appreciate and value the similarities and differences of other cultures.
- Staff know the children well and use this knowledge to help to plan activities. They also make sure that children who do not have the opportunity to plant flowers and vegetables at home can do so at the setting. Children watch the vegetables grow and then eat them. This helps to broaden and enhance children's experiences.
- The provider has not obtained permission from Ofsted to store some confidential information off the premises. Staff do not have access to these records when the provider is not available. This means that staff may not have information to share with other professionals where needed.
- The provider has started to hold regular meetings with staff so that they can discuss sensitive issues. However, training needs are not being identified to improve staff's practice, to improve the quality of teaching.
- Parents speak extremely highly of the pre-school. They say that the managers and staff are 'so caring' to parents and children. They comment on how staff worked hard to find out information about their children before they started. This helps to settle children and allows staff to form secure relationships and support their learning quickly.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge and understanding of their responsibilities to keep children safe from harm. They know what to do should there be an allegation made against a member of staff. They know how to identify and respond to any signs of abuse in order to protect children's welfare. The manager and staff keep accurate records of any injuries that children arrive with at the setting so that they can monitor any concerns about children's welfare.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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obtain prior permission from Ofsted to keep records securely off the premises	29/11/2019
implement more effective arrangements for the supervision of staff. This is with specific regard to identifying any possible training needs.	29/11/2019

To further improve the quality of the early years provision, the provider should:

- strengthen children's developing understanding of similarities and differences in themselves and others beyond their own community and in the wider world.

Setting details

Unique reference number	EY541985
Local authority	Leicestershire
Inspection number	10094882
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	25
Number of children on roll	35
Name of registered person	Hubbard, Jayne
Registered person unique reference number	RP541984
Telephone number	0116 2403996
Date of previous inspection	Not applicable

Information about this early years setting

Kibworth Methodist Pre-School in Leicestershire registered in 2017. The pre-school employs eight members of childcare staff. Of these, one member of staff has qualified teacher status and seven hold appropriate early years qualifications at levels 2 and 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 1pm on Wednesday and Friday, and from 9am until 3.30pm on Monday, Tuesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Clarke

Inspection activities

- The inspector completed a tour of the premises with the deputy manager. They talked about how the managers organise the nursery and the play and learning experiences they provide for children.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She completed a joint observation with the deputy manager.
- The inspector spoke with staff and children during the inspection. She held a meeting with the management team and reviewed a sample of documents, including evidence of staff's suitability.
- The inspector spoke to parents during the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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